

**CHEADLE AND MARPLE COLLEGE CORPORATION MEETING**

**MONDAY 10<sup>th</sup> DECEMBER 18**

**MINUTES PART 1**

PRESENT/ABSENT

Name	Governor type	'End of Term of Office' date	Present (P) / apologies (Ap)/ absent (A)
Jenny Singleton**	Staff (Principal)	Ongoing	P
Adrian Clare	Governor	31/08/19	P
Adam Rhodes	Governor	31/10/21	P
Andrea McConchie	Parent Governor	15/07/19	P
Alison Hewitt	Governor (Vice Chair)	12/07/19	P
Kaya Dillon*	Student Governor	10/07/19	P
Laure de Rooij*	Student Governor	10/07/19	P
David Lambrick	Governor (Chair)	20/10/19	P
Connor McAlorum	Governor	30/04/21	P
Matt Croasdale	Governor	09/12/21	P
Clair Dyson	Governor	22/10/21	Ap

IN ATTENDANCE

Matt Lenaghan\*\* Interim Director of Finance  
 Nick Sutton\* Assistant Principal Quality, Teaching, Learning and Assessment  
 Ryan Jones\* Interim Deputy Principal  
 Spencer Davies\* Assistant Principal Students  
 Lydia Smith Interim Clerk to the Governors

\*Left early – see Item 10

\*\* Left early – see Item 14

1. APOLOGIES FOR ABSENCE & WELCOME

Governors welcomed Matt Croasdale, Governor, to his first Corporation meeting.

Adrian Clare will be leaving the Corporation at the end of the year. The Chair thanked him for his contribution to the governance of the College over many years, in particular in his role as Chair of the Audit Committee, and presented him with a gift.

Apologies for absence were received and accepted from Clair Dyson.

2. DECLARATION OF INTERESTS

Governors and Staff were asked to declare any interest which they may have in any of the items on the Agenda for this meeting.

The Principal declared an interest in the CEO position within the Federation of Hope (Item 15), for which she would not be present.

### 3. CORPORATION MINUTES OF 08 NOVEMBER 18

There were no matters of accuracy and Governors approved the minutes.

	<b>Actions or Resolutions</b>	<b>Owner</b>	<b>Timescale</b>
<b>R</b>	<ul style="list-style-type: none"> <li><b>Minutes of meeting held 08 Nov 18 approved as an accurate record</b></li> </ul>	<b>Governors</b>	<b>10 Dec 18</b>
<b>R</b>	<ul style="list-style-type: none"> <li><b>Minutes authorised for publication in accordance with the College Instrument and Articles</b></li> </ul>	<b>Governors</b>	<b>10 Dec 18</b>

### 4. MATTERS ARISING FROM THE CORPORATION MINUTES OF 08 NOVEMBER 18

#### NOT COVERED ELSEWHERE ON THE AGENDA

There were no matters arising.

### 5. PRINCIPAL/ CEO'S REPORT, Part 1

A report was issued to Governors prior to the meeting covering Remembrance Day activities, Children in Need events, Enrichment Day, the forthcoming Choices Pantomime at Marple, Performing Arts News and details of educational trips and visits that have taken place during the term.

Governors also received information on in year Retention, Attendance and Withdrawals and the following points were raised/highlighted in discussion:

#### Retention:

Retention upon 16-18 A level provision is a key area for improvement in 2018/19. A newly developed Retention Strategy, as well as revised student disciplinary procedures and attendance incentives and rewards, are expected to have a positive impact. Retention to date on all programmes is above the College's retention targets, with just 13 leavers since the end of the 42 day period, compared to 31 for the same period last year. A level 2017-2019 targets and in-year retention are below the sector averages because of the retention data carried in between academic years. Year 12 A level and Vocational retention is much improved this academic year.

#### Attendance:

The College has set an aspirational attendance target of 95%, which is exceptionally difficult to achieve because of the inclusion of GCSE Maths, English and tutorial provision. Feedback received indicates that main programme attendance ranged from 90-92% and tutorial attendance averaged 91%, rates which compare very favourably with sector averages. Attendance on GCSE English and Maths is lower than last year at both sites. However

Governors noted that, with the exception of English and Maths, all subjects at Marple had an attendance rate of above 95% and although attendance rates were a little lower at Cheadle, they were still Good when compared to sector averages. Attendance at Cheadle is affected by the significant number of students upon vocational provision and by the higher number of students with significant well-being needs or from relatively disadvantaged backgrounds.

Withdrawals:

The College lost 111 students in the first 42 days, equivalent to an attrition rate of 5.3% compared to 5.8% in 2017/18. This compares favourably with a sector average of around 7%. The majority of withdrawals take place early and are due to students enrolling at more than one institution. Tracking of attendance over the first 42 days is of key importance.

Governors were very pleased to note the sharp fall in leavers post the 42 day census and felt that this reflected the impact of the recently implemented structural changes and improved induction/guidance processes.

Q How have linear A levels affected retention?

The College has had to reduce its retention target to 78%. Governors were advised that some students leaving linear A level courses had not actually left the College, but had instead transferred to BTEC studies.

## 6. COLLEGE IMPROVEMENT ISSUES

### 6.1 Quality, Teaching and Learning and Assessment

All papers were circulated to Governors prior to the meeting.

#### a) Self Assessment Report (SAR) 2017/18

Nick Sutton, Assistant Principal Quality, Teaching, Learning and Assessment, outlined the key strengths and issues facing the College as included in the SAR. The following points were raised/highlighted in discussion:

Key strengths

#### 1 Leadership and Management:

- The Principal and Governors have created an ambitious vision for the College (within Federation of Hope) which has been approved by key stakeholders (DfE, ESFA);
- Governors' Annual Conference, with members of Principalship, with a focus on strategic decisions successfully informing the strategic direction the College;
- Refined data driven impact measures within Faculty and College Self-Assessment Reports;
- Revised data driven professional performance reviews;
- The promotion and development of a culture of high expectations and high standards of teaching, learning and assessment with improvements in outcomes for students which are good across most of the provision;
- Progress monitoring is more readily accessible due to the implementation of a data dashboard for Principalship, SLT and middle leaders.

#### 2 Teaching Learning and Assessment (TLA):

- TLA is consistently good to outstanding;
- CPD, Inset days, learning walks, lesson observations and coaching, have placed a high emphasis on personalisation of learning, stretch and challenge;
- Effective planning and preparation of lessons to ensure all students make good progress and prepare for their next steps has been a key focus of teaching, learning and assessment CPD, coaching and scrutinised in lesson observations;
- Developmental ungraded lesson observations and feedback have contributed to the improved outcomes in many A level subjects – Chemistry at Cheadle being a prime example;
- VESPA/A level Mindset in tutorial sessions helps students to be successful in their studies;
- The college invests well in staff to attend relevant CPD, with spend and the number of staff benefitting increasing noticeably.

### 3 Personal Development Behaviour and Welfare:

- Attendance is above national averages for all level 3 A level and BTEC subjects when compared to SFC Six Dimensions benchmarking data;
- Students benefit from very good impartial careers guidance and successfully develop the skills that they need for work through relevant and purposeful work experience and a wide range of other activities to improve their work-related skills;
- Leaders, managers and staff successfully promote a culture of equality and tolerance in the college and provide good pastoral support;
- Students demonstrate a high level of respect for each other and for their teachers.

### 4 Outcomes:

Governors received a very detailed Outcomes Summary, with the following points being particularly noteworthy:

- Progress made by students on A level programmes has significantly improved, as seen by A Level L3VA score of -0.01 (from -0.38) and an Alps grade 5 (from 7 in 2016-17);
- 16 A level subjects improved their Alps grade from 2016/17 (the remaining 5 maintained their Alps grade);
- Most of the College's 16-18 provision is vocational. The performance of level 3 BTEC courses is very strong with the College's value-added Alps provider score for 17/18 a 4 (very good)
- 40.2% high grades (A\* - B) on new linear A levels (in line with 2016-17 SFCNA);
- Vocational level 2 achievement rates remain high and above or in line with GFEBM
- Pass rates at all levels have improved and in many cases, are at their highest in 3 years.

The Assistant Principal Quality, Teaching, Learning and Assessment advised Governors that the College now needed to focus on the following three key issues:

#### Retention:

Despite high pass rates and progress/value added being good to excellent in the majority of subjects, achievement rates are hampered by low retention, with the introduction of linear A

levels being noted as a contributory factor. Measures have been implemented to address retention issues.

#### Apprenticeships:

The College now needs to concentrate on improving timeliness and overall success rates on those apprenticeship frameworks where they are below the national average.

#### TL&A – Progress:

Efforts will be concentrated on improving the progress of students in the APS bands of 5.2 to 5.8 and 6.0 - 6.8 (A level) and that of students on BTEC Extended Diplomas with APS bands of 4.0 to 5.2 and 5.5 to 6.4. ALPS software will facilitate the targeting of these students.

The Chair complimented the College on the strong SAR, supported by clearly evidenced data. Governors are made aware of strengths and key issues on an ongoing basis throughout the year.

Q How does the statement that “Some apprenticeship frameworks’ timely and overall success rates are below the national average” reflect the situation the College has faced with regards to apprenticeships over the past year?

Governors are fully aware of the issues faced with FMBS, which have hampered improvement rates for some frameworks, but the two measures against which apprenticeships are assessed are their timeliness and their success rates. It was agreed to slightly amend the wording of this point to better reflect this.

Subject to the above amendment, Governors approved the SAR 2017/18 and its accompanying Outcomes Summary, which will be submitted to OFSTED in January 2019.

#### b) Annual Delivery Plan (ADP) 2017/18

The Assistant Principal Quality, Teaching, Learning and Assessment advised Governors that the ADP showed updates from the Senior Leadership Team to actions set for 2017/18. The completion of these actions resulted in positive improvements in student outcomes across many areas and levels last year. The ADP also references the key issues of Retention and Apprenticeships, as outlined in the SAR.

Governors approved the ADP 2017/18.

#### c) Quality Improvement Action Plan (QIP) 2018/19

The Assistant Principal Quality, Teaching, Learning and Assessment informed Governors that the QIP had now replaced the ADP. Its format is based on a document completed for St Mary’s College (SMC) in support of its Strategic College Improvement (SCIF) bid. It is a shorter document than the ADP and focuses on five key areas for improvement namely:

- Retention of A level and Free School Meal (FSM) students;
- Progress of students with an average GCSE points score of 5.4-6.0 and 6.4-7.0;
- Quality assurance of apprenticeships and progress of apprentices;
- Securing the long term financial stability of the College;
- Evaluation of the curriculum offer in order to convert a higher percentage of applications to acceptances.

Strategies and actions will be implemented to address the above areas and progress will be reported to Corporation on a half-termly basis.

Q How can we be sure that other issues, on which we have concentrated in the past, are sufficiently well embedded so as not to suffer when attention is focused on the five improvement areas identified?

We will continue to monitor all areas but have identified the five key areas as priorities. As we progress and feel confident that the QIP actions in respect of the key areas have become embedded, attention can be concentrated elsewhere.

Governors approved the QIP 2018/19.

Governors thanked the Assistant Principal Quality, Teaching, Learning and Assessment for the comprehensive reports and expressed appreciation of the work done by the College.

	<b>Actions or Resolutions</b>	<b>Owner</b>	<b>Timescale</b>
<b>R</b>	• <b>SAR 2017/18 and accompanying Outcomes Summary approved</b>	<b>Governors</b>	<b>10 Dec 18</b>
<b>R</b>	• <b>ADP 2017/18 approved</b>	<b>Governors</b>	<b>10 Dec 18</b>
<b>R</b>	• <b>QIP 2018/19 approved</b>	<b>Governors</b>	<b>10 Dec 18</b>

## 6.2 Equality and Diversity (E&D) Annual Report 2017/18

The report was circulated to Governors prior to the meeting. Spencer Davies, Assistant Principal Students, began by referring to the Ofsted Inspection Report of 2016 which stated that “Leaders and managers promote inclusion and equality successfully, and have created a strong ethos of tolerance and respect in the College.”

He advised Governors that an internal E&D calendar was launched last year to promote national awareness days across the College alongside a full tutorial and assembly programme of E&D topics, with the aim of embedding E&D across all aspects of College life and celebrating diversity. The College is a member of the NW Equality, Diversity and Inclusion Learning Providers Network which focussed on LGBT, transgender awareness and Black History over the year. Sessions for staff on avoiding unconscious bias were piloted and 84 lesson observations took place where good practice in relation to E&D was noted. 91% of

Student Voice respondents agreed that “My teachers treat us all fairly and equally” in comparison to 76.8% in 2016/17. A variety of CPD activities took place during the year.

For 2018/19 the following key actions have been identified:

- Developing and embedding E&D into T&L practice across all curriculum areas;
- Auditing E&D across the curriculum;
- Improving student/staff awareness of E&D;
- Re-development of the prayer room.

The Chair asked the Student Governors for their views of E&D at the College. They were both of the view that all students are made to feel welcome and that staff take time to help them in any way they can.

Governors noted the E&D Annual Report and thanked the Assistant Principal Students for his presentation.

### 6.3 Student Enrolment Data

Ryan Jones, Interim Deputy Principal, presented an update on college applications together with a breakdown of applications by feeder school, which was sent out to Governors prior to the meeting.

The following points were raised/highlighted in discussion:

There was an overall increase of 27% when applications received by 28 November 2018 were compared to those from the previous year. This breaks down into increases of 30% for Cheadle and 19% for Marple. The College is attributing the increase to the decision to hold Open Evenings earlier than last year and to the publicity surrounding the introduction of a closing date of 21st December for applications, as well as to the excellent outcomes last year and the introduction of free buses. Applications have been arriving at the rate of approximately 125 per week, with the number currently received standing at 1,150. Guidance interview for applicants will be held for three weeks during January and February. The College hopes to interview 1,200 applicants which, on current numbers, is looking a realistic target.

The Governors were very pleased to hear of the response received from applicants and passed on their appreciation to all staff involved in marketing activities.

With regards to applications by school, the Interim Deputy Principal referred in particular to the following schools:

- Chapel en le Frith, where applications, although still a concern, have now reached almost the same level as last year after a slow start.

Q Are these applications for Marple?

Yes.

- Denton Community College, with applications totalling 27 as opposed to three last year, which is presumably due to the bus route having been changed to start at Denton rather than at Longdendale.

Q Which colleges is CAMSFC competing with for students from Denton Community College?

Tameside, Ashton and Openshaw Colleges.

- There has been an increase in applications from Harrytown as a result of CAMSFC staff being allowed to address parents there for the first time this year.
- Applications have increased from Hazel Grove as a result of the provision of free buses.
- Marple Hall School's applications have almost doubled in comparison to last year. This is thought to be due to the high outcomes achieved.
- Concerns remain about the number of applications from New Mills, although this is deemed to be partly due to historic bad feeling between the neighbourhoods of Marple and New Mills.

The Interim Deputy Principal said that the focus will now be on converting applications to enrolments, with the key factor being the interviews at which the College's recent high outcomes and the provision of free transport will be used as selling points. Applicants will leave the interview with a postcard outlining the timeline between then and enrolment, which will include Y11 Taster events.

Q What structure will the interview take?

It will last about 30 minutes and will be conducted by a teacher of one of the subjects that the student has expressed a wish to study.

Q Do we record whether students who attend with parents are more likely to actually enrol at the College?

We have not recorded this in the past but could look at doing so.

Q Do most students attend with their parents?

Yes, most do. Parental attendance is slightly higher at Marple than at Cheadle.

Q How is the interview sold to parents?

It is sold as a guidance interview rather than a selection interview. By taking a more subtle approach, CAMSFC hopes to differentiate itself from other colleges.

Q Would Governor presence at the interview events be helpful?

Yes, this would be very welcome.

Q Will students be given contact details if they have queries after the guidance interview?

Yes, they will be given an offer letter which will include contact details.

Although the College has set a closing date, the Interim Deputy Principal said that this was not set in stone and that applications received after this date would still be considered, with students being placed on a waiting list in the event of a course being full.

The Governors were very impressed with the promising picture regarding enrolment for 2019 and thanked the Interim deputy Principal for his presentation.

#### 6.4 Finances and Resources

*Details of Finance and Resources are contained in a Confidential Appendix to these minutes and are not for release onto the public domain.*

### 7. MISSION STATEMENT

Governor self-assessment questionnaires completed last summer identified a lack of awareness regarding the Mission Statement amongst some Governors. The Principal explained that the Mission Statement is normally reviewed at the annual Conference but that this had not been done in May, as the Conference had focussed solely on the Federation of Hope (FOH). She advised Governors that the SLT had met to review the College's Vision, Mission, Values and Strategic Priorities and she now requested Governor approval to change them as below. A paper detailing the proposed changes was sent to Governors prior to the meeting.

#### Mission:

The current mission statement is *“To provide the highest quality education for our students, whatever their age, background and ability; and to be recognised as outstanding within the community we serve”*. The proposal is to change this to read: *“To provide inspiring, interesting, engaging learning for our students in order for them to succeed and flourish”*. The revised wording is felt to reflect the forensic focus the SLT and Governors have placed upon improving the quality of teaching and learning to secure student success and depicts a more holistic approach.

#### Q Why was the word “interesting” chosen?

Student Voice responses consistently highlight the need for lessons to be interesting to facilitate learning. The Student Governors confirmed this view.

#### Values:

One value has been removed, as it was felt to be repetitious, and the wording of the remaining six has been very slightly revised.

#### Strategic Priorities:

The proposal is to update and amend the wording of the five strategic priorities and to include a new sixth priority to read: *“To build wider partnerships which allow the College to influence and enhance the work of others”*.

Governors approved the proposed revisions to the Vision, Mission Statement, Values and Strategic Priorities of the College.

	<b>Actions or Resolutions</b>	<b>Owner</b>	<b>Timescale</b>
<b>R</b>	<ul style="list-style-type: none"> <li><b>Proposed revisions to the College’s Vision, Mission Statement, Values and Strategic Priorities approved</b></li> </ul>	<b>Governors</b>	<b>10 Dec 18</b>

## 8. COLLEGE INSURANCE

Governor self-assessment questionnaires completed last summer also showed that some Governors were unaware of the adequacy of the College’s insurance provision.

Matt Lenaghan, Interim Director of Finance, provided details of the College’s insurance policy with Ecclesiastical Insurance. He assured Governors that the College was very well insured and that cover and indemnity levels were more than adequate. Governors noted that the College had changed its insurance provider in August, with a subsequent reduction in premium.

## 9 POLICY REVIEWS

### Code of Conduct

There were no changes to the Code.

Governors reviewed and approved the Code of Conduct.

	<b>Actions or Resolutions</b>	<b>Owner</b>	<b>Timescale</b>
<b>R</b>	<ul style="list-style-type: none"> <li><b>Code of Conduct approved</b></li> </ul>	<b>Governors</b>	<b>10 Dec 18</b>

## 10.AOB

### i) Link Safeguarding Governor

The College is seeking to fill this role to ensure that Governors can satisfy themselves that the duties of Safeguarding and Prevent are being met by the College. A role description was circulated to Governors prior to the meeting and the Principal advised that any necessary training would be given.

Andrea McConchie volunteered to take on the role.

### ii) Cycle of Business for Corporation

The draft Cycle of Business for Corporation was reviewed by Governors. A number of minor amendments were proposed. Governors approved the document, subject to the amendments.

### iii) Safeguarding and GDPR information

Governors confirmed receipt of the Safeguarding and GDPR information sent out by the Clerk earlier in the term.

iv) Annual Conference

The date for the 2018/19 Annual Conference was confirmed as Saturday March 23<sup>rd</sup>.

	<b>Actions or Resolutions</b>	<b>Owner</b>	<b>Timescale</b>
<b>R</b>	<b>• Cycle of Business for Corporation approved</b>	<b>Governors</b>	<b>10 Dec 18</b>

*\*Kaya Dillon, Laure de Rooij, Nick Sutton, Ryan Jones and Spencer Davies left the meeting*

DATE OF NEXT MEETING

14 February 2019

Signed

(Chair)

Dated